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ABSTRACT

Developed as part of a high school quinnester unit on sentences, this guide provides the teacher with teaching strategies for a study of the acceptable patterns of kernel sentences and transformation, identification of rhetorical styles in prose and poetry, and the application of these principles to produce a variety of effective sentences. The course is designed to improve certain composition skills by giving students practice in choosing and producing a variety of effective sentence elements and structures. The guide is arranged by performance objectives with the suggested teaching strategies listed under each objective. Appended is a list of student and teacher resources including books and periodicals on language and composition. (HOD)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE



LANGUAGE ARTS

Sentences: Are There Choices?

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COURSE
NUMBERS
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COURST TITLE: SENTENCES: ARE THERE CHOICES?

COURSE DESCRIPTION: A study of the acceptable patterns of kernel sentences and transformation, identification of rhetorical styles in prose and poetry, and application of these principles to produce a variety of effective sentences.

I. OBJECTIVES

- A. Given appropriate kernel sentences, the student will produce grammatical variations: questions, negatives, requests, the passive, and the there transform.
- B. Given two appropriate sentences containing the same noun phrase, the student will combine the sentences into one by transforming the insert sentence into a relative clause.
- C. Given two appropriate sentences, the student will combine them into one, transforming the insert sentence into a subordinate clause introduced by a subordinate conjunction (if, as, whether, although, unless, though, while, before, since, after, because, so that, ...).
- D. Given two appropriate sentences, the student will combine them by transforming the insert sentence into a clause of comparison.
- E. Given two appropriate sentences, the student will combine them by transforming the insert sentence into a structure functioning as a noun substitute:
 1. Subordinate clause
 2. Relative clause
 3. Infinitive or infinitive phrase
 4. ing form or phrase
- F. Given two appropriate sentences, the student will combine them into a compound sentence, using one of the following:
 1. A coordinate conjunction (and, but, or, nor, for, so, yet)

2. A semicolon and a connector (moreover, however, therefore, ...)
 3. A semicolon, with no connecting word
- G. Given appropriate sentences containing subordinate clauses, the student will reduce the subordinate clauses to other specified structures:
1. Adverbial of place
 2. Adjective or adjective followed by a prepositional phrase
 3. ing form or phrase
 4. Past participle or past participle phrase
 5. Appositive
 6. Reduced adverbial clause
 7. Absolute construction
- H. The student will select sentence elements to achieve the following purposes:
1. Provide variety
 2. Avoid ambiguity
 3. Correct ungrammatical or ineffective sentence structure
- I. Having discovered in selections from literature or other sources the effectiveness of appropriate use of (1) word classes, (2) sentences of varying length and structure, and (3) certain other rhetorical devices, the student will produce sentences of each type:
1. Word classes
 - a. Nouns
 - b. Pronouns
 - c. Verbs
 - d. Adjectives and adverbials
 2. Sentences of varying length and structure

- a. Short sentences
- b. Compound sentences
- c. Periodic sentences
- d. Loose sentences
- 3. Other rhetorical devices
 - a. Balance
 - b. Parallelism
 - c. Antithesis
- J. The student will use knowledge of the structure of the English language as an aid in understanding literature.

II. COURSE CONTENT

A. Rationale

The results of a study conducted by the National Assessment of Education Progress, according to a report prepared by Dr. Henry Slotnick, reveal that American school children show marked deficiencies in basic writing skills. In this study, 86,000 children aged 9, 13, and 17 were tested on the mechanics of writing. It was concluded that the lack of adjectives and adverbs and the elementary use of punctuation in the writing of the 13-year-olds was due to a lack of training in those skills. Another of the conclusions was that writers in all three age groups usually produced simple sentence structures and used only the most common punctuation marks.

The results of this study, though discouraging, afford no surprise to English teachers. Fortunately, recent research offers an approach to writing instruction which has been shown to result in definite improvement in writing skills. Whereas earlier research indicated that traditional instruction in the theory of grammar

¹Dr. Benjamin Fine, "Basic Writing Techniques Seem Foreign to Students," Miami Herald, May 4, 1972.

had no positive relationship to the development of composition skills, two recent studies have shown that practice in sentence-combining exercises does result in a significant increase in syntactic fluency. A 1969 study by John Mellon at Harvard University provided sentence-combining exercises following instruction in transformational grammar. The 1971 study by Dr. Frank O'Hare at the Florida State University High School was structured to give students similar practice in producing more mature sentences through the use of a system of cues or signals rather than through instruction in formal grammar.

B. Range of material

This quinmester course is designed to improve certain composition skills by giving students practice in choosing and producing a variety of effective sentence elements and structures. Teachers and students will find that the suggested techniques are based on the use of models to be followed, with grammatical theory kept to a minimum. Although grammatical terminology is usually included, teachers will determine how much of it can profitably be used with their students.

Pretesting will reveal which objectives may be omitted for individual students. If any students show deficiencies in knowledge of kernel sentence patterns and related usage problems, the teacher may find helpful the quinmester course entitled IMPROVING SENTENCE STRUCTURE AND VARIETY.

III. TEACHING STRATEGIES

- A. Given appropriate kernel sentences, the student will produce grammatical variations: questions, negatives, requests, the passive, and the there transform.
1. Practice in forming questions, negatives, and requests may be needed by students who use non-standard or non-English structures. Demonstrate models of statements changed to questions and have students state the rule from observing the changes made. Then provide oral and written practice as needed.

- a. Yes/no questions (those expecting the answer yes or no)

Carla is here. =====> Is Carla here?

Carla is leaving. =====> Is Carla leaving?

Carla has left. =====> Has Carla left?

Carla should leave. =====> Should Carla leave?

Rule: If the part of the verb which carries the tense is a form of be, have, or a modal, the positions of that form and the subject are reversed. Explain that in this context tense refers to form, not to time.

Give students a list of the forms involved in this transformation:

	<u>Present Forms</u>	<u>Past Forms</u>
be	am, is, are	was, were
have	have, has	had
modals	may	might
	can	could
	shall	should
	will	would
	must	

In oral practice, students learning English as a second language may need help with the intonation, a rise in pitch at the end of a yes/no question.

SAMPLE PRACTICE EXERCISE

Directions: Change the following statements into yes/no questions.

(1) She has forgotten about it.

(2) She is president of her class.

(3) Tom is going to the game tonight.

(4) They might attend the concert.

(5) John has paid for the book.

(6) They could finish the project later.

- b. Yes/no questions with do (those in which a form of do is used to carry the tense)

John plays chess every day. , Does John play
(present + play) (present + do)
chess every day?

The club met today. Did the club meet today?
(past + meet) (past + do)

You like tennis. Do you like tennis?
(present + like) (present + do)

By observing the models, students will conclude that the form of do has no lexical meaning but serves merely to carry the tense. The order of the elements in the question is as follows:
(tense + do) + subject + plain form of verb.

SAMPLE PRACTICE EXERCISE

Directions: Change the following statements into questions.

(1) They felt very disappointed.

(2) Someone stopped them.

(3) Many people refused his request.

(4) They answered many of the questions.

(5) He writes letters to her.

(6) You come to school early.

- c. Wh questions beginning with where, when, how, or how often (adverbials of place, time, manner, and frequency)

John was here this morning. Where was John this morning?

Two changes are involved in this question transformation: the statement is changed to a yes/no question, and where is substituted for there and moved to the beginning of the question. The process can be illustrated as follows:

John was here this morning.

Was John here this morning? -----where

Was John ~~here~~ this morning?

Where was John this morning?

Examples with adverbials of time, manner, and frequency:

The postman came early.====> When did the postman come?

He responded cheerfully.====> How did he respond?

He walks to work every day.====> How often does he walk to work?

SAMPLE PRACTICE EXERCISE

Directions: Substituting the appropriate interrogative words for the underlined words, transform the following statements into questions.

(1) He does his work well.

(2) He calls frequently.

(3) She is arriving tomorrow.

(4) The papers are on the desk.

(5) They will answer soon.

d. Wh questions with who or what substituted for a noun phrase

Mary found the money. ====> Who found the money?

The money was in the drawer. ====> What was in the drawer?

1

Students will note that who and what replace the subject in the preceding models. Have them study the following examples. Ask what other change takes place when who or what replaces the object of a verb or preposition. (yes/no question) Explain that, in formal usage, who becomes whom when it replaces an object.

You called someone. =====> Whom did you call?

You spoke to someone. =====> Whom did you speak to?

OR

To whom did you speak?

SAMPLE PRACTICE EXERCISE

Directions: Change the following statements into questions, substituting who, whom, or what for the underlined words.

- (1) Someone came with you.
 - (2) Everyone saw him.
 - (3) You saw someone.
 - (4) The class elected Jim.
 - (5) He is waiting for Sue.
 - (6) You were talking about someone.
2. Have students observe the position of not in the following negative statements and questions, and then provide oral and written practice as needed.

a. Negative statements

He will go to college. =====> He will not go to college.

He won't go to college.

He has gone. =====> He has not gone.
He hasn't gone.

He is going. =====> He is not going.
He isn't going.

(Not follows tense + modal, tense + have, or tense + be.)

He goes to college. ====> He does not go to college.

He doesn't go to college.

(If the verb does not include an auxiliary, a form of do is added to carry the tense.)

b. Negative questions

Will he go? ====> Will he not go?

Won't he go?

Does he go? ====> Does he not go?

Doesn't he go?

Have students note the difference in the position of not when a contraction is used.

SAMPLE PRACTICE EXERCISE

Directions: Make the sentences negative, using contractions.

(1) Did she agree to write the letter?

(2) Has he a car?

(3) They will help us.

(4) Does John speak Spanish?

(5) Have you written to your brother?

(6) They understood the assignment.

3. Give the students models like the following:

You will hand in your papers. ====> Hand in your papers.

Explain that the second sentence is called a request or an imperative sentence and that, although no subject is expressed, you is understood as the subject of the verb.

Ask how the following request could be softened in tone:

Help me move this desk.

They will suggest the addition of please. If they do not suggest the tag question, show them this transformation:

You will help me move this desk. =====> Help me move this desk, will you?

SAMPLE PRACTICE EXERCISE

Directions: Change the statement to a request, and then rewrite the request, softening it in tone.

- (a) You will close the door.
- (b) You will be here early.
- (c) You will tell me the news.
- (d) You will give your report tomorrow.
- (e) You will be careful.

4. Give the students models of the passive transformation.

Jim discovered the cave. =====> The cave was discovered by Jim.

Someone will find the answer. =====> The answer will be found (by someone).

The Browns have adopted that child. =====> That child has been adopted by the Browns.

Ask the students what the pattern of the original sentence is (noun phrase + transitive verb + object). Then ask them to describe the changes that are made in transforming it to the passive. They should make the following observations:

- The object in the kernel sentence becomes the subject in the passive transform.
- If the verb phrase of the kernel sentence has no auxiliary, the tense is applied to be in the transform and the past participle of the verb is added.

Jim discovered (past + discover) the cave.

The cave was (past + be) discovered (past participle) by Jim.

- If the verb phrase of the kernel sentence contains have, be, or a modal, the verb phrase of the passive will consist of the appropriate form of have, be, or the modal to agree with the subject + the appropriate form of be + the past participle of the verb.

Someone will find the answer.====>

The answer will + be + found (by someone).

The Browns have adopted that child.====>

That child has + been + adopted by the Browns.

- The subject of the kernel sentence becomes the object of the preposition by following the verb. The by phrase may be omitted.

SAMPLE PRACTICE EXERCISE

Directions: Write ten kernel sentences containing transitive verb + object, and transform them to the passive. Do not use sentences with the verb have.

(For work on the effective use of the passive, refer to strategies for objective I.)

5. Have students observe the following models and then apply the there transformation to appropriate kernel sentences containing be. This practice is helpful for students who have difficulty with subject-verb agreement in there transforms.

A boy was in the room.====> There was a boy in the room.

Thirty students are in the class.====> There are thirty students in the class.

Ask the students to compare the meanings of there in the two sentences which follow. They will see that, whereas there in the first sentence is an adverb meaning "in that place," there in the second has no lexical meaning and is a different kind of word (an expletive).

John is there.

There is a tape recorder in the classroom.

B. Given two appropriate sentences containing the same noun phrase, the student will combine the sentence into one by transforming the insert sentence into a relative clause.

1. Give the students models of relative clause transformations in which the relative pronoun (who, which, that) functions as the subject of a restrictive relative clause. (In all transformations involving two sentences, the main clause sentence will be referred to as the base. The sentence to be transformed into a subordinate structure will be called the insert.) Provide practice activities as needed.

a. Present models like the following:

Base: The boy will testify in court.

who, that

Insert: ~~The-boy~~ saw the accident.

Result: The boy who saw the accident will testify in court.

The boy that saw the accident will testify in court.

Base: The dog is an Irish setter.

which, that

Insert: ~~The-dog~~ won first place.

Result: The dog which won first place is an Irish Setter.

The dog that won first place is an Irish Setter.

Ask the students to read the result sentences aloud and note whether there is an obligatory pause before the relative pronoun. Explain that a relative clause of this kind is called a restrictive clause and has the following characteristics:

- The relative pronoun that may be used interchangeably with who (for persons) or which (for nonpersons).
- There is usually only a slight pause at the end of the clause and no obligatory pause before it.

- The clause is necessary to identify the referent of the noun which it modifies. (Which boy will testify? The one who saw the accident.)
 - Restrictive clauses are neither preceded nor followed by a comma.
- b. Give the students practice activities in producing restrictive relative clause sentences like those in the preceding models.

SAMPLE PRACTICE EXERCISE

Directions: Combine the two sentences by changing the insert sentence into a relative clause and inserting it after the appropriate noun in the base sentence. Assume that the relative clause is necessary to identify which lawyer, etc., is meant.

(1) Base: The lawyer was very encouraging.

Insert: The lawyer talked to Aunt Mabel.

(2) Base: A passenger approached the stewardess.

Insert: A passenger was holding a gun.

(3) Base: The boy will recover completely.

Insert: The boy was hurt in the accident.

(4) Base: The trees are bearing fruit.

Insert: The trees were transplanted.

(5) Base: Police found the motorcycle.

Insert: The motorcycle was stolen yesterday.

2. Present models of nonrestrictive relative clause transformations in which the relative pronoun functions as the subject of the verb. Then provide practice activities.

- a. Present models like the following:

Base: Charlie Smith lives in Bartow, Florida.

Insert: ^{who} ~~Charlie-Smith~~ is the oldest man in the country.

Result: Charlie Smith, who is the oldest man in the country, lives in Bartow, Florida.

Base: The movie is adapted from Caldwell's latest novel.

Insert: ^{which} ~~Caldwell's-latest-novel~~ is about the film industry.

Result: The movie is adapted from Caldwell's latest novel, which is about the film industry.

Ask questions that will lead students to the understanding that the following are characteristics of a nonrestrictive relative clause:

- The relative pronoun that cannot be substituted for who or which.
 - There is an obligatory pause before and after the relative clause.
 - The relative clause is not necessary to identify the referent of the noun phrase which it modifies.
 - A nonrestrictive clause is preceded by a comma and is followed by a comma or, if it ends the sentence, by a period.
- b. Give students practice activities in producing nonrestrictive relative clause sentences like those in the preceding models.

SAMPLE PRACTICE EXERCISE

Directions: Combine the two sentences by transforming the second into a relative clause. Decide whether the relative clause is restrictive or nonrestrictive and punctuate accordingly.

- (1) Randolph is in the hospital with pneumonia.

Randolph has a leading role in the school play.

- (2) The man arrived an hour late.

The man was scheduled to speak first at the meeting.

- (3) Dr. Whitney arrived an hour late.

Dr. Whitney was scheduled to speak first at the meeting.

- (4) His plane arrived an hour late.

His plane had encountered bad weather.

- (5) He is spending the summer in Greece with his father.

His father was born there.

- (6) The salesman must have been very persuasive.

The salesman waited on you.

3. In the same manner present models of relative clause transformations in which the relative pronoun is the object of the verb in a relative clause. Provide practice activities as needed.

- a. Present models like the following:

Base: The man is from South Carolina.

-----whom, that, Ø

Insert: He hired ~~the man~~.

(that)

Result: The man whom he hired is from South
(Ø)
Carolina.

Base: The novel is about mountain climbing.

-----which, that, Ø

Insert: We just studied ~~the novel~~.

(that)

Result: The novel which we just studied is
(Ø)
about mountain climbing.

Explain that the null symbol ($\emptyset$) in these models means that the relative pronoun functioning as the object of the verb may be omitted.

- b. Give students practice in producing restrictive relative clauses like those in the preceding models. Discuss the levels of formality of the different options.

SAMPLE PRACTICE EXERCISE

Directions: Combine the following pairs of sentences by transforming the second sentence into a relative clause. Write each result sentence in three ways, with whom or which in the first, that in the second, and $\emptyset$ in the third.

- (1) A girl called me yesterday.

I met the girl at a political rally.

- (2) Only three people attended a meeting.

The chairman had scheduled a meeting for 4:00.

- (3) The Taylors bought the house.

We wanted the house.

- (4) The man must have been the robber.

I saw the man.

- (5) The girl is a competent secretary.

He hired the girl last week.

- 4. Present models of nonrestrictive relative clause transformations in which the relative pronoun functions as the object of the verb. Ask questions that will lead students to the discovery that the relative pronoun that or $\emptyset$ cannot be substituted for whom or which in nonrestrictive clauses. Provide practice activities as needed.

- a. Present models like the following:

Base: Jane Taylor is a competent secretary.

Insert: -----whom
↓ The manager recently hired ~~Jane Taylor~~.

Result: Jane Taylor, whom the manager recently hired, is a competent secretary.

Base: Poachers are still killing alligators.

Insert: -----which
↓ The law now protects ~~alligators~~.

Result: Poachers are still killing alligators, which are now protected by law.

- b. Give students practice in producing nonrestrictive relative clause sentences like those in the preceding models.

SAMPLE PRACTICE EXERCISE

Directions: Combine the two sentences, transforming the second into a relative clause. Be sure to punctuate correctly.

- (1) Robert was unable to come to the party.
Debbie had invited Robert.
- (2) Mr. Watkins will be the new coach.
The students like Mr. Watkins very much.
- (3) Spain was the last country on our itinerary.
We enjoyed Spain most of all.
- (4) Mrs. Zoble has beautiful twin daughters.
You consider Mrs. Zoble so unattractive.
- (5) Jim Miller has moved into the house next door.
I have known Jim Miller for years.

5. Present models of relative clause transformations in which the relative pronoun is the possessive whose. Explain that whose ordinarily refers only to persons. Provide practice activities as needed.

Base: The student will receive a savings bond.

Insert: ^{whose}
~~The student's~~ essay is chosen for publication.

Result: The student whose essay is chosen for publication will receive a savings bond.
(restrictive)

Base: Bob Wister will receive a savings bond.

Insert: Bob Wister's essay was chosen for publication.

Result: Bob Wister, whose essay was chosen for publication, will receive a savings bond.
(nonrestrictive)

6. Present models of relative clause transformations in which the relative pronoun functions as the object of a preposition. Provide practice activities as needed, discussing the levels of formality of the choices involved.

Base: The girl is absent today.

Insert: You lent your book to the girl.

Result: The girl to whom you lent your book is absent today.

OR

The girl whom you lent your book to is absent today.

OR

The girl you lent your book to is absent today.

Base: The Baker Corporation has gone out of business.

Insert: He was president of the Baker Corporation.

Result: The Baker Corporation, of which he was president, has gone out of business.

7. Present models of relative clause transformations in which the relative clause is introduced by a relative adverb (when, where, why). Explain that these words are called relative adverbs when they introduce a clause that modifies a noun (the time when... the place where..., the reason why...). Provide practice activities as needed.

Base: The house is now a museum.

Insert: Edison lived ^{where} ~~in the house~~.

Result: The house where Edison lived is now a museum.

Base: That was the time.

Insert: The subject should have been discussed ^{when} ~~at the time~~.

Result: That was the time when the subject should have been discussed.

- C. Given two appropriate sentences, the student will combine them into one, transforming the insert sentence into a subordinate clause introduced by a subordinate conjunction (if, as, whether, although, unless, though, while, before, since, after, because, so that,...).

1. Give students examples of complex sentences in which the subordinate clause follows the main clause.

- a. Demonstrate that a sentence can be transformed into a subordinate clause by putting a subordinate conjunction before it.

He is ready to apply for a job. ==>

if he is ready to apply for a job

Have the students complete the sentence by adding a main clause before the if clause. Then ask them to identify the meaning indicated by the if clause. (condition)

- b. Have students identify in the following sentences the meaning of the subordinate clause in relation to the main clause.

(1) He can succeed if he really wants to work.
(condition)

(2) The guests arrived before we were ready.
(time)

(3) He needs the money because he is going to college. (cause)

(4) He is working hard so that he can go to college. (purpose)

(5) He acted as though he wanted to be invited.
(manner)

- c. Have the students read aloud the preceding sentences and notice that there is no pause before the subordinate clause. Explain that, when the subordinate clause follows the main clause, there is usually no punctuation used to separate them.

- d. Give examples of sentences with those subordinators which are frequently preceded by a comma (although, though, whereas). Have the students notice the intonation--a pause indicates the use of a comma.

(1) Most people believed him guilty, although the evidence was entirely circumstantial.

(2) His mother was convinced of his innocence, though most people believed him guilty.

- e. Have students complete sentences, using specified subordinate conjunctions.

(1) The club dance will be held next week if _____.

(2) She refused to come to the party because _____.

(3) Joe hopes to keep that job until _____.

(4) Jean is trying to get a job so that _____.

(5) He bought the tickets before _____.

- f. Present sentences demonstrating the different meanings of the subordinate conjunctions while, since, and as. Have students observe the differences in intonation and punctuation, and then ask them to produce similar sentences orally.

(1) Jane is staying with her grandmother while she finishes high school. (time)

Jane has dark hair and eyes, while her sister is very blond. (contrast)

(2) Mrs. Bragg has felt much better since she had the operation. (time)

Mrs. Bragg is feeling much better, since she recently had an operation. (cause)

(3) He left the meeting as the program started. (time)

He left the meeting early, as he had another appointment. (cause)

2. Give several examples of sentences with the subordinate clause following the main clause. Ask students whether the order of the clauses could be reversed. Write their sentences on the board, demonstrating that a subordinate clause preceding a main clause is usually followed by a comma.

The injured manatee swam away into deep water before the rescue party arrived.

Before the rescue party arrived, the injured manatee swam away into deep water.

The stave churches in Norway are considered unique because they are found nowhere else in the world.

Because they are found nowhere else in the world, the stave churches in Norway are considered unique.

The witness acted as though he didn't want to testify. (The clauses cannot be reversed.)

Mrs. Long has been teaching lip reading to deaf children since 1946, although she herself is deaf.

Although she herself is deaf, Mrs. Long has been teaching lip reading to deaf children since 1946.

3. Using the same examples, ask students whether the subordinate clause can be inserted within the main clause. As they read the result sentence aloud, they should have no difficulty in knowing how to punctuate.

The injured manatee, before the rescue party arrived, swam away into deep water.

The stave churches in Norway, because they are found nowhere else in the world, are considered unique.

Mrs. Long, although she herself is deaf, has been teaching lip reading to deaf children since 1946.

4. Give students pairs of sentences to combine into complex sentences by changing the insert into a subordinate clause.

SAMPLE PRACTICE EXERCISE

Directions: Combine the two sentences by changing the insert sentence into a subordinate clause. Then, whenever possible, rewrite each result sentence, changing the position of the subordinate clause. Decide which version you prefer or what difference in emphasis is shown.

Base: They will risk losing federal funds.

Insert: They do not take action immediately.
(condition)

Base: The new cabinet member was described as a "longtime Democrat."

Insert: He supported Nixon in the last two elections. (contrast)

Base: He must dispose of his stock in the corporation.

Insert: He assumes the new position as director. (time)

Base: He is disposing of his stock in the corporation.

Insert: He will be eligible for the new position. (purpose)

Base: He talked with reporters.

Insert: His appointment was announced. (time)

Base: The company is in financial trouble.

Insert: It cannot produce the goods at the specified price. (cause)

D. Given two appropriate sentences, the student will combine them by transforming the insert sentence into a clause of comparison.

1. Give examples of the comparative transformation.

Base: John is tall.

Insert: His brother is tall.

Result: John is taller than his brother (is).

Base: Her sister is beautiful.

Insert: She is beautiful.

Result: Her sister is more beautiful than she (is).

Base: The movie is good.

Insert: The book is good.

Result: The movie is as good as the book (is).

Base: He plays golf often.

Insert: I play golf often.

Result: He plays golf more often than I (do).

(The teacher may wish at this point to discuss the substitution of do for the verb in the preceding result sentence.)

2. Give students pairs of sentences and have them write result sentences with clauses of comparison.

SAMPLE PRACTICE EXERCISE

Directions: Combine the pairs of sentences by changing the insert sentence into a clause of comparison and making other necessary changes in the base.

Base: You are brave.

Insert: I am brave.

Base: ~~His sister is tall.~~

Insert: He is tall.

Base: The Joneses are rich.

Insert: We are rich.

Base: Jane is adjusting happily.

Insert: Her sister is adjusting happily.

E. Given two appropriate sentences, the student will combine them by transforming the insert sentence into a structure functioning as a noun substitute:

- subordinate clause
- relative clause
- infinitive or infinitive phrase
- ing form or phrase (gerund)

1. Introduce subordinate clauses functioning as noun substitutes, and provide practice activities.

- a. Give examples of transformations in which a clause introduced by the subordinate conjunction that functions as a subject, object, or complement.

Base: (Something) is evident.
 (subject)

Insert: He intends to stay here.

Result: That he intends to stay here is evident.

OR

Base: I know (something). (object)

Insert: He intends to stay here.

Result: I know (that) he intends to stay here.

(When this kind of clause functions as an object of the verb, that may be omitted.)

Base: My opinion is (something).
 (complement)

Insert: He intends to stay here.

Result: My opinion is that he intends to stay here.

- b. Have students write transformations like the preceding models.

SAMPLE PRACTICE EXERCISE

Directions: Write the result sentences, changing the insert sentence into a that clause and inserting it into the indicated noun slot in the base sentence.

(1) Base: I hope _____.

Insert: He will speak at the meeting.

(2) Base: His excuse was _____.

Insert: He had been ill.

(3) Base: _____ seems obvious.

Insert: He started the disturbance. (Do two ways.)

(4) Base: The reason for the schedule change was _____.

Insert: Classes were too crowded.

(5) Base: He thinks _____.

Insert: He is always right.

(6) Base: The result of the conference was _____.

Insert: Another plan for peace was announced.

2. Introduce relative clauses functioning as noun substitutes, and provide practice activities.

- a. Give examples of transformations in which a relative clause introduced by a relative pronoun functions as a noun substitute in the result sentence.

Base: I know _____.

Insert: ^{who}
~~Someone~~ took it.

Result: I know who took it.

Base: Tell me _____.

Insert: ^{-----whom}
↓ You saw ~~someone~~ there.

Result: Tell me whom you saw there.

Base: _____ is a mystery.

Insert: ^{what}
~~Something~~ happened next.

Result: What happened next is a mystery.

Base: _____ will win a
cash award.

Insert: ^{whoever}
~~Someone~~ sells the most subscriptions.

Result: Whoever sells the most subscriptions
will win a cash award.

Base: Give the information to _____.

Insert: ^{whoever}
~~Someone~~ answers the phone.

Result: Give the information to whoever answers
the phone.

- b. Have students produce similar result sentences.
A review of the use of who and whom and a discussion about levels of usage may be helpful.

SAMPLE PRACTICE EXERCISE

Directions: Change the insert sentence into a relative clause by substituting a relative pronoun (who, whom, what, whoever, whomever, whatever) for the underlined word and changing the word order if necessary. Then write the result sentence, inserting the relative clause into the blank in the base.

(1) Base: You can buy _____ at that store.

Insert: You need something.

(2) Base: We discovered _____.

Insert: Somebody was the culprit.

(3) Base: Do you know _____?

Insert: He is going to hire someone.

(4) Base: _____ will receive a trophy.

Insert: Someone wins this match.

(5) Base: At the meeting the committee will announce _____.

Insert: They have selected someone.

(6) Base: He talks to _____.

Insert: Someone will listen to him.

- c. Give examples of transformations in which a relative clause introduced by a relative adverb functions as a noun substitute in the result sentence. The words how and why are usually classified as relative adverbs, along with where and when, in sentences of this type.

Base: I don't remember _____.

Insert: ^{-----where}
I met her somewhere.

Result: I don't remember where I met her.

Base: Do you know _____?

Insert: The accident happened ^{when} ~~at-some-time~~.

Result: Do you know when the accident happened?

Base: Do you know _____?

Insert: It happened ^{how} ~~in-some-manner~~.

Result: Do you know how it happened?

Base: Do you know _____?

Insert: It happened ^{why} ~~for some reason~~.

Result: Do you know why it happened?

- d. Provide practice in this relative adverb transformation.

SAMPLE PRACTICE EXERCISE

Directions: Produce result sentences, replacing the underlined adverbials in the insert sentences with when, where, how, or why.

(1) Base: This is _____.

Insert: She works here.

(2) Base: I don't know _____.

Insert: The program will start sometime.

(3) Base: _____ is a secret.

Insert: The actress was born sometime.

(4) Base: He told the class about _____.

Insert: He became successful in some manner.

(5) Base: The question is _____.

Insert: She lied for some reason.

4. Introduce the use of the infinitive and infinitive phrase as noun substitutes, and provide practice exercises.

- a. Give examples of the infinitive transformation.

Base: _____ will be difficult.

Insert: She (stop) smoking.

Result: For her to stop smoking will be difficult.

Base: _____ is difficult.

Insert: Some (stop) smoking.

Result: For someone to stop smoking is difficult.

(OR delete for someone.)

To stop smoking is difficult.

(OR the it transformation)

It is difficult to stop smoking.

- b. Have students observe and list the changes which take place in the infinitive transformation.

- (1) For is inserted before the subject of the insert sentence.
- (2) The subject, if a pronoun, is changed to the object form.
- (3) The verb is changed to to + the plain form (infinitive).

- c. Provide practice.

SAMPLE PRACTICE EXERCISE

Directions: Apply the infinitive transformation to the insert sentence and write the result sentence. Then rewrite the sentence using the it transformation.

- (1) Base: _____ is unusual.

Insert: He (be) sarcastic.

- (2) Base: _____ will require much effort.

Insert: The plan (succeed).

- (3) Base: _____ would be inexcusable.

Insert: He (do) that.

- (4) Base: _____ would be unwise.

Insert: Someone (talk) about it.

4. Introduce the ing form used as a noun substitute (gerund), and provide practice in producing such sentences.

- a. Give examples of the gerund transformation, having students identify the changes which are made in the subject and the verb of the insert sentence.

Base: _____ was a great triumph.

Insert: John (win) the contest.

Result: John's winning the contest was a great triumph.

Base: The host objected to _____.

Insert: They (leave) the party.

Result: The host objected to their leaving the party.

- b. Show examples in which deletion of the possessive is optional or obligatory.

(1) ~~Anyone's~~ feeding the elephant is forbidden.

(2) ~~My~~ confiding in my friend was a mistake.

(3) Tommy regretted ~~his~~ leaving his dog behind.

- c. Provide practice in the gerund transformation.

SAMPLE PRACTICE EXERCISE

Directions: Change the subject of the insert sentence to the possessive and the verb to the ing form. Write the result sentence. Then, when possible, rewrite the result sentence, omitting the possessive.

(1) Base: _____ complicated matters.

Insert: He (arrive) early.

(2) Base: The plans were disrupted by _____.

Insert: Jane (refuse) to help.

(3) Base: He objected to_____.

Insert: Greg (use) the car.

(4) Base: The boy confessed_____.

Insert: He (steal) the radio.

(5) Base: _____kept everyone awake.

Insert: The baby (cry).

(6) Base: _____annoys their friends.

Insert: They (bicker).

(7) Base: _____is not recommended.

Insert: Someone (travel) alone in that area.

(8) Base: The charge against him was_____.

Insert: He (receive) stolen property.

F. Given two appropriate sentences, the student will combine them into a compound sentence, using one of the following:

- a coordinate conjunction (and, but, or, nor, for, so, yet)
- a semicolon and a connector (moreover, however, therefore,...)
- a semicolon, with no connecting word

1. Introduce compound sentences in which the clauses are joined by coordinate conjunctions (and, but, or, nor, for, so, yet), and give students practice in writing such sentences.

a. Give example sentences. Have students identify in each the meaning relationship between the two ideas which is indicated by the conjunction.

(1) Dr. Heyerdahl hoped to prove his theory,
so he planned to sail a papyrus ship from
Africa to the Caribbean. (result)

- (2) Everyone was tired after the hectic departure, and two crewmen were seasick. (added idea)
- (3) The second day they had gale-force winds, but on the third day they hit a week of calm. (contrast)
- (4) They had to improvise a new steering oar, or the boat would have continued out of control. (alternative)
- (5) Their trials seemed to be over, yet one final agony lay ahead--a roaring storm. (contrast)
- (6) They felt warmly welcomed, for fifty small boats came sailing out from Barbados to meet them. (reason)
- (7) There were no serious disagreements during the voyage, nor were any of the small problems due to national or religious differences. (both alternatives negative)

In the last sentence, have students observe the reversal of the order of subject and verb after nor.

- b. Call attention to the punctuation of the preceding sentences. Then give examples of two cases in which the coordinate conjunction is usually not preceded by a comma:

- (1) If the two clauses are short and closely related, the comma is often omitted.

He called but no one answered.

- (2) A semicolon is often used before a coordinate conjunction when either clause is long and contains commas within it.

The magazine contains a good article about James Bruce, who has been in Africa with the Peace Corps; but the story does not give the details about his age, education, and background which we need for our report.

(The teacher may wish to explain that the preceding sentence is an example of a compound-complex sentence and guide the students in examining its characteristics. Practice in producing such sentences could also be provided at this point.)

- c. If students need more help in identifying relationships between ideas, have them complete sentences like the following:

(1) Henry had to give up football, for _____.

(2) Attendance at school dances has been declining, so _____.

(3) He had hoped to photograph the wild horses at the water hole, but _____.

(4) His story sounded plausible, yet _____.

(5) He will have to make his opinion perfectly clear, or _____.

(6) He will not contribute any money to the project, nor _____.

- d. Give students pairs of sentences to be transformed into compound sentences by inserting an appropriate coordinate conjunction between them.

SAMPLE PRACTICE EXERCISE

Directions: Determine the relationship between the ideas in the two sentences. Then combine the two sentences into a compound sentence by inserting an appropriate coordinate conjunction between them and adding punctuation.

(1) A third-stage oxygen tank malfunctioned.
There was a delay in the Apollo 17 liftoff. (result)

(2) Many important guests had been invited to observe the liftoff. It was to be the last scheduled trip to the moon. (reason)

(3) The liftoff was delayed almost three hours.
Many people stayed to see it. (contrast)

- (4) It was predicted that 500,000 spectators would be present. Only about half that many were there. (contrast)
 - (5) The thunder of the Saturn's engine drowned out all other noises. Then the moon ship lifted clear of the launch tower. (added idea)
 - (6) The malfunction did not endanger the crew. It did not affect the eventual liftoff. (both alternatives negative)
 - (7) Some people wanted to see the last launch with their own eyes. They wanted to give the children a view of history being made. (alternative)
2. Demonstrate how to produce compound sentences in which the two clauses are connected with a semi-colon and the second clause contains a connector. Provide practice activities.
- a. Give examples of sentences of this type, with the connector placed at the beginning of the second clause.
 - (1) The building is in very poor condition; in fact, it was recently condemned.
 - (2) The building was recently condemned; therefore it will soon be demolished.
 - (3) The building was recently condemned; nevertheless, several families are still living in it.
 - b. Demonstrate the difference between coordinate conjunctions and connectors by guiding students to discover that the conjunctions must remain between the clauses, while connectors can be moved to various positions in the second clause.
 - c. Have students contribute to lists of connectors which can be substituted for the coordinate conjunctions and, but, and so.

and
(enlarging on first idea)

in fact

moreover

in addition

furthermore

indeed

besides

but
(contrast)

however

nevertheless

nonetheless

so
(result)

therefore

thus

hence

accordingly

consequently

- d. Demonstrate the punctuation of several examples, showing that intonation is a guide in determining whether or not to set off the connector with commas. Emphasize that the semicolon is placed at the end of the first clause.

- (1) The building is in very poor condition; it was, in fact, recently condemned.

The building is in very poor condition; it was recently condemned, in fact.

- (2) The building was recently condemned; it therefore will soon be demolished.

The building was recently condemned; it will soon, therefore, be demolished.

- e. Provide practice activities in producing compound sentences like the preceding examples.

SAMPLE PRACTICE EXERCISE

Directions: Rewrite the following sentences, replacing the coordinate conjunctions with connectors and supplying appropriate punctuation. Then rewrite each sentence again, changing the position of the connector.

- (1) Man has now been to the moon, so he has seen its bleak face firsthand.
 - (2) We know more about the moon, but its origin is still a puzzle.
 - (3) Scientists had expected to find evidence of age, yet the moon's pervading antiquity took many of them by surprise.
 - (4) The bits of information are endless, and all are pieces of a fascinating puzzle.
 - (5) Man's questions about the moon have grown more complicated, and the answers have grown more elusive.
 - (6) There will be a lapse of ten years in lunar exploration, so scientists are hoarding the moon rocks.
 - (7) Four theories of the moon's origin have been advanced, but the evidence does not yet indicate that any of the four is correct.
3. Introduce compound sentences in which the two clauses are connected by a semicolon, with no connecting word. Provide practice activities in producing such sentences.
- a. Give examples like the following and discuss with students the meaning relationship between the two clauses.
 - (1) Large areas of Africa near the equator never have a cold season; temperatures there average from 75 to 85 degrees the year around.
 - (2) Grasses grow more than six feet high in wet parts of the grasslands; the dry parts have little vegetation except short grasses and stunted trees.

- (3) European countries once governed nearly all of Africa; now independent countries occupy most of the continent.
- b. Give students pairs of related sentences to combine into compound sentences.

SAMPLE PRACTICE EXERCISE

Directions: Combine each pair of sentences into a compound sentence, using only a semicolon if the meaning relationship will be perfectly clear without a connecting word. If not, use a coordinating conjunction or a connector, with appropriate punctuation. (Students could also rewrite each pair as a compound sentence in as many ways as possible, evaluating the effectiveness of the different versions.)

- (1) Large areas of Africa are nearly empty of people. The deserts and dry forests in much of the continent provide little opportunity for the people to make an adequate living. (reason)
- (2) Explorers told exciting stories of countless numbers of wild animals. Big-game hunters and naturalists were attracted to Africa. (result)
- (3) The Bushmen are short. They are not as small as the Pygmies. (contrast)
- (4) Pygmies are very short. Most of them are less than five feet tall. (enlarging on first idea)
- (5) The Nile is the longest river in the world. The Congo carries more water to the sea. (contrast)
- (6) In many savanna areas the tsetse fly carries sleeping sickness. It has been almost impossible to raise cattle in those places. (result)
- (7) The grass sometimes dies from close grazing. Then the herdsmen must find new pastures. (added idea)
- (8) Manufacturing has developed slowly in most parts of Africa. Its value grows every year. (contrast)

G. Given appropriate sentences containing subordinate clauses, the student will reduce the subordinate clauses to other specified structures:

- adverbial of place
- adjective or adjective followed by a prepositional phrase
- ing form or phrase
- past participle or past participle phrase
- appositive
- reduced adverbial clause
- absolute construction

1. Give examples of deletion of relative pronoun + be in a relative clause in which be is followed by an adverbial of place. In the result sentence the adverbial modifies the noun phrase which previously was modified by the relative clause. Provide practice activities.

a. Show examples like the following. After discussing the first example, have students decide what to delete in the others and what the result sentences will be.

(1) The boys ~~who-are~~ outside are playing baseball.

Result: The boys outside are playing baseball.

(2) The boys ~~who-are~~ in the gym are playing basketball.

Result: The boys in the gym are playing basketball.

(3) The apartment ~~which-is~~ upstairs has a stairway ~~which-is~~ outside.

Result: The apartment upstairs has an outside stairway.

Explain that, while an adverb usually follows the noun phrase it modifies, it sometimes precedes the noun. (inside information; outside influences)

- b. Give practice activities in reducing a relative clause to an adverbial of place.

SAMPLE PRACTICE EXERCISE

Directions: Delete relative pronoun + be and write the result sentence.

- (1) The book which is on the floor is Jill's.
 - (2) A bird that is in the hand is worth two that are in the bush.
 - (3) The cat that is under the tree is stalking a bluejay.
 - (4) The students who were at the game were jubilant.
 - (5) The rooms that are upstairs are quite small.
 - (6) The people who are in the next apartment are very friendly.
2. In the same way, give examples of deletion in a relative clause in which be is followed by an adjective or an adjective followed by a prepositional phrase. Then provide practice activities.

- a. Give example sentences like the following:

- (1) A [↓]person ~~who-is~~-capable is needed for the job.

Result: A capable person is needed for the job.

- (2) Anyone who is capable of such a crime should not be freed.

Result: Anyone capable of such a crime should not be freed.

- (3) The landscape, which was bleak and forbidding, stretched before them.

Result: The landscape, bleak and forbidding, stretched before them.

- b. Provide practice activities in reducing a relative clause to an adjective or adjective followed by a prepositional phrase.

SAMPLE PRACTICE EXERCISE

Directions: Delete relative pronoun + be and write the result sentences, changing the word order when necessary or preferable.

- (1) The region which is the coldest and most desolate on earth is Antarctica.
- (2) The history of exploration in Antarctica is a story which is interesting.
- (3) The inland region is an expanse of snow which is terrible and limitless.
- (4) Our government, which was increasingly interested in Antarctica, organized a new expedition in 1939.
- (5) Richard Byrd, who was already experienced in polar exploration, was put in charge of the expedition.
- (6) The British, who were suspicious of German activities in the area, began occupation of the Palmer Peninsula in 1943.
- (7) Mt. Erebus is a volcano which is active.

The teacher may wish to explain that ing and past participle forms used in constructions in which they have taken on the characteristics of adjectives are usually classified as adjectives (interesting and experienced in the preceding exercise). That is, they can be preceded by very and can be made comparative or superlative. Students will then see that the ing and past participle forms in the next two sections do not have the characteristics of adjectives but are verb forms.

3. Present examples of deletion resulting in an ing form or ing phrase which modifies a noun phrase. Provide practice activities.

- a. Present sentences like the following. Have students perform the deletions orally and read the result sentences, making obligatory or optional changes in word order.

(1) The sun was a ball of fire that was blazing.

Result: The sun was a blazing ball of fire.

(2) The towers rose like swords which were stabbing at the clouds.

Result: The towers rose like swords stabbing at the clouds.

(3) The camel, which was swaying and jouncing, lurched along.

Result: The camel, swaying and jouncing, lurched along.====> Swaying and jouncing, the camel lurched along.

(4) The camel, which sneered disdainfully at him, slowly struggled to its feet.

Result: The camel, sneering disdainfully at him, slowly struggled to its feet.====> Sneering disdainfully at him, the camel struggled to its feet.

(Guide students to conclude that, when the verb is the present or past form, it is changed to the ing form in this transformation.)

(5) The warrior was killed by a dragon which breathed fire.

Result: The warrior was killed by a dragon breathing fire.====> The warrior was killed by a fire-breathing dragon.

(More advanced students may enjoy thinking of common examples of the object + ing form pre-modifier (earthshaking, death-defying,...) and then produce original examples.

- b. Provide practice activities.

SAMPLE PRACTICE EXERCISE

Directions: Reduce the relative clause to an ing form or phrase through deletion, and write the result sentence.

- (1) Archeologists, who work like detectives, treat the things they find as clues to the past.
 - (2) The archeologist who is trying to find out about an ancient culture needs the help of many kinds of scientists.
 - (3) A river which is eroding its banks may reveal ancient remains.
 - (4) Men who are going about their daily farming or construction tasks sometimes find buried objects.
 - (5) Schliemann, who was excavating the site of ancient Troy, unearthed a hoard of jewelry.
 - (6) Schliemann, who kept the treasure find a secret, immediately sent all the workmen away.
 - (7) Shepherds who were tending their animals discovered the Dead Sea Scrolls.
 - (8) Students who wish to become archeologists usually major in anthropology.
4. Give examples of deletion of relative clause + be which results in a past participle or a past participle phrase modifying a noun. Provide practice activities.

a. Examples

- (1) The areas of Alaska which are cultivated make up only a small part of the state.

Result: The cultivated areas of Alaska make up only a small part of the state.

- (2) Alaska, which was purchased from Russia for about two cents an acre, has vast resources.

Result: Alaska, purchased from Russia for about two cents an acre, has vast resources.

- (3) The southern part of the state has a mild climate which is warmed by winds blowing over the Japan Current.

Result: The southern part of the state has a mild climate warmed by winds blowing over the Japan Current.

- (4) Alaska has hundreds of mountains which are topped by snow.

Result: Alaska has hundreds of mountains topped by snow. =====> Alaska has hundreds of snow-topped mountains.

b. Provide practice activities.

SAMPLE PRACTICE EXERCISE

Directions: Reduce the relative clause by deleting relative pronoun + be and write the result sentence.

- (1) Stone Age men who were threatened with attack wore many layers of animal skins for protection against axes and clubs.
- (2) The Greeks and Romans protected their legs with jointed pieces of armor which were called greaves.
- (3) Chain mail, which was made of small rings linked together, was worn by knights in the Middle Ages.
- (4) The Crusaders wore leather tunics which were covered with heavy chain mail.
- (5) Armorers began to make armor which was decorated with borders of gold, silver, and jewels.

5. Give examples of deletion in a relative clause which reduces the clause to an appositive. Provide practice activities.

a. Examples

- (1) The Amazons, a race of warlike women, made slaves of their men captives.

Result: The Amazons, a race of warlike women, made slaves of their men captives.

OR

A race of warlike women, the Amazons made slaves of their men captives.

- (2) Hercules killed Hippolyta, who was their queen.

Result: Hercules killed Hippolyta, their queen.

- (3) Herodotus, who was an ancient Greek historian, mentioned them in his work.

Result: Herodotus, an ancient Greek historian, mentioned them in his work.

- (4) The Amazon, which is the chief river of South America, was named for these women.

Result: The Amazon, the chief river of South America, was named for these women.

b. Provide practice activities.

SAMPLE PRACTICE EXERCISE

Directions: Delete relative clause + be and write the result sentence.

- (1) Virgil, who was a Roman poet, wrote the Aeneid.

- (2) The Aeneid, which is one of the world's great epic poems, tells of the adventures of Aeneas.

- (3) A violent storm caused by Juno, who was his bitter enemy, drove Aeneas' ship to Africa.
 - (4) There he fell in love with Dido, who was the queen of Carthage.
 - (5) After arriving at his destination, Aeneas married Lavinia, who was the daughter of the king.
 - (6) He had to defeat Turnus, who was Lavinia's jealous suitor, in single combat.
6. Give examples of reduced adverbial clauses and provide practice activities.

a. Give examples of deletion of subject + be that is possible in adverbial clauses when no ambiguity would result.

- (1) When he is in New York, he will visit relatives.

Result: When in New York, he will visit relatives.

- (2) If it is possible, he will return before Friday.

Result: If possible, he will return before Friday.

b. Provide practice activities.

SAMPLE PRACTICE EXERCISE

Directions: Reduce the adverbial clause by deleting subject + be in the following sentences if no ambiguity would result. Write the result sentences.

- (1) If he is given the opportunity, he will do a good job.
- (2) He never wastes time when he is on the job.
- (3) While she was skiing in Maine, she broke her leg.
- (4) They went out for lunch while they were waiting for the results of the contest.

- (5) The attorney said that the three men, if they are deported, would be tried for treason and shot.
- (6) When we are preparing for a vacation trip, the dog has to go to a kennel. (Who is preparing?)
7. Demonstrate the transformation of a subordinate clause into an absolute construction. Provide practice activities.
- a. Give examples of the transformation of subordinate clauses into the absolute construction. Have students note that the two clauses in these sentences have different subjects.
- (1) Jerome's boom town days were over as its buildings crumbling
~~crumbled~~ under the desert sun.
- Result: Jerome's boom town days were over,
its buildings crumbling under the desert sun.
- (The subordinate conjunction is deleted and the present or past form of a verb changed to ing form.)
- (2) Near the abandoned hotel stands the empty jail while its cement walls are buckling under the strain of gravity.
- Result: Near the abandoned hotel stands the empty jail, its cement walls buckling under the strain of gravity.
- (The subordinate conjunction and be are deleted, leaving the ing form. In other cases the deletion of be may leave the subject followed by a past participle, adjective, or adverbial:
- its cement walls ruined by time and gravity
its cement walls gray and weathered.)

- (3) Since most of the inhabitants have moved away, Jerome is now almost a ghost town.

Result: Most of the inhabitants having moved away, Jerome is now almost a ghost town.

(The subordinate conjunction is deleted, and have is changed to having.)

- (4) Since two hotels have been recently renovated, good accommodations are now available for visitors.

Result: Two hotels having been recently renovated, good accommodations are now available for visitors.

(This example is like the preceding one except that the verb in the subordinate clause is passive.)

- b. In example sentences from literature, have the students identify the absolute constructions and tell what the original clauses would be.

- (1) He stood watching the approaching locomotive, his teeth chattering, his lips drawn away from them in a frightened smile.
(Willa Cather, "Paul's Case")
- (2) They sat leaning forward, their elbows on the counter.
(Ernest Hemingway, "The Killers")
- (3) And they walked through the forest, Father very tall, Douglas moving in his shadow, and Tom, very small, trotting in his brother's shade.
(Ray Bradbury, Dandelion Wine)
- (4) Herbert and I, who remained in town, saw them going down the street on opposite sides, Startop leading, and Drummle lagging behind in the shadows of the houses.
(Charles Dickens, Great Expectations)
- (5) The great bird rose steadily higher, the black tips of his wings a blurred streak against the whiteness of his body.
(Edward McCourt, "Cranes Fly South")

- c. Give students practice in reducing a subordinate clause to an absolute construction.

GIVE PRACTICE EXERCISE

Directions: Delete the subordinate conjunction and make the changes in the verb phrase necessary to transform the clause into an absolute construction.

- (1) He crept slowly out of the house as his heart pounded with fear.
- (2) Sam stood there defiantly as his eyes blazed.
- (3) Since its spirit was broken, the frightened animal cowered in a corner.
- (4) A little boy came down the street as a puppy followed at his heels.
- (5) She rushed from the room in tears as the door slammed behind her.
- (6) Carlos suddenly stopped writing as the pen slipped from his fingers.
- (7) Since construction of the new building had been delayed, classes were being held in the cafeteria.
- (8) As her eyes shone with anticipation, Susie started to open her birthday presents.
- (9) Since the game had ended in a crushing defeat, the team trudged morosely off the field.
- (10) Mr. Baker is a lonely man, since his wife is dead and his children scattered to distant parts of the country.

8. Provide review activities in reducing clauses.

- a. Give sentences with clauses to be reduced in the various ways that have been studied.

SAMPLE PRACTICE EXERCISE

Directions: Reduce the subordinate clauses in the following sentences and write the result sentences. Remember to punctuate correctly.

- (1) When they are in danger, animals have many ways of protecting themselves.
- (2) The claws of an anteater, which are sharp, can slash a wildcat to death.
- (3) If they are attacked by wolves, muskoxen form a circle so that their horns point outward. (2 clauses)
- (4) Deer will sometimes strike out with their hoofs at wolves which are attacking.
- (5) The apes which are called baboons have teeth which are sharp enough to kill leopards. (2)
- (6) The coyote cannot reach a prairie dog which is in its burrow.
- (7) Turtles tuck themselves into their shells when they are threatened.
- (8) A woodcock which is resting on fallen leaves seems to disappear into the background.
- (9) One animal which can change its color is the chameleon, which is a small lizard.
- (10) The hedgehog rolls itself into a ball as its spines are standing straight out.

b. If learning the grammatical terminology has been an objective, the students can be asked to identify the structure of the reduced clause in each of the sentences in the preceding exercise.

H. The student will select sentence elements to achieve the following purposes:

- provide variety
 - avoid ambiguity
 - correct ungrammatical or ineffective sentence structure.
1. Provide activities in which students practice producing a variety of structures and sentences.

- a. Reduce a sentence from literature to its kernel sentences and ask the students to transform them into one sentence. Then let them compare their versions with the original. Example:

Then he sank into a chair. (base)

He was trembling.

The old woman walked to the window.

Her eyes were burning.

She raised the blind.

Original:

Then he sank trembling into a chair as the old woman, with burning eyes, walked to the window and raised the blind.

(W. W. Jacobs, "The Monkey's Paw")

- b. Give students a series of simple sentences to combine into one through specified transformations. If they have not been required to learn the grammatical terms, other types of clues can be developed, as in the following examples.

- (1) The air felt like rain.

There were no clouds. (but)

Original:

The air felt like rain, but there were no clouds.

(Ray Bradbury, Dandelion Wine)

- (2) The light was burning.

Her mother sat before the fire. (and)

Her mother was taking off her shoes.
(Delete part not underlined.)

Original:

The light was burning and her mother sat before the fire, taking off her shoes.

(Elsie Singmaster, "Mr. Brownlee's Roses")

- (3) George had had no contact with the rest of the four million. (base)

The four million were lately emancipated.

The four million were stirring with a longing for education. (who)

The longing was vast.

The longing was racial.

The education would free their minds (which)
The education would free their bodies. (as well as)

Original:

George had had no contact with the rest of the four million lately emancipated who were stirring with a vast racial longing for education, which would free their minds as well as their bodies.

(Rackham Holt, George Washington Carver)

- c. Give students a paragraph written in short, ineffective sentences and have them rewrite it, improving the sentence structure.

The Ainu are a group of white people. They may have been the first people to live in Japan. They live in separate villages. They have their own culture. Most Ainu are poor. They are subject to disease. They live in huts. The huts are crude. They are made of grass. They are heated only by open fires. The men at one time made a living fishing. Today many of them are too poor. They can't pay for the fishing licenses. The Japanese government requires the licenses.

2. Give examples of grammatical ambiguity in sentences. Have students identify the possible meanings and rephrase the sentence to make the meaning clear.

- a. Pronoun reference

- (1) When the car hit the light pole, it was badly damaged.

- (2) Bill told Tom that someone had struck his car in the parking lot.
- (3) When Josie went to see her sister, she had a broken leg.
- (4) Susan told Irene that she had been mistaken.

b. Position of adverbials

- (1) He was watching the children playing happily.
- (2) He considered seriously discussing the problem with his parents.
- (3) Bill only has enough money for the plane fare.
- (4) The stories which he tells occasionally are amusing.

c. Relative clause reference

- (1) A woman with a baby who was crying was sitting on a park bench.
- (2) They recovered the radio from the car that was stolen.
- (3) The woman with a poodle that is carrying a suitcase is my aunt.
- (4) The ambulance brought in a man with a wooden leg that was injured.

d. Dangers

- (1) Turning the corner, the force of the wind nearly took his breath away.
- (2) While listening to the football game, the radio quit working.
- (3) To get to your destination, I 95 should be followed most of the way.
- (4) Flying around the room, Grandmother saw a wasp.
- (5) Born in France, most of his life was spent in Algeria.

- (6) An experienced hunter, the bear continued to elude him.
 - (7) Stuffed by a taxidermist, Horace displayed his heads on the wall in his den.
 - (8) Having shot a tiger, the skin was made into a rug.
3. Give students practice in correcting or improving faulty sentence structure.
- a. Select grammatically incorrect or ineffective sentences from student papers, and have the class suggest ways of improving them.
 - b. Have students bring in similar examples from printed sources.
 - c. Have students improve such sentences in writing and then compare the different versions. The examples which follow were taken from printed sources, though not all were written by professionals.
- (1) He was of slender build, with long curly dark hair and thick glasses, who walked with a slight stoop.
 - (2) Since losing my husband, my best friend in the neighborhood has been another widow my age.
 - (3) How do you help a man whom you believe has made valuable contributions to his community but now faces difficulty with the law?
 - (4) In my estimation this is taking money from poor lonesome women who need friendship and companionship under false pretenses.
 - (5) As a young girl, her family lived in a funeral parlor.
 - (6) Traveling westward, Needles is the first complete service stop after Kingman.
 - (7) While reading, her fingers fondle a bowlful of diamonds.

- (8) Turning off the road and looking down, the cemetery lies spread out in front of you.
 - (9) The number supplied by whomever withdrew the drugs from the storage room was a phony.
 - (10) While disappointed in the hunting, the main reason for being in the swamp was the wilderness itself.
 - (11) Born in Wisconsin, his first professional job was to replace the leading man in a stock company in Madison.
 - (12) Darlene's experience is not only that of the theatrical stage but also in films.
 - (13) Her birth sign is Taurus and when not on the road lives in Los Angeles.
 - (14) Although she likes gardening and puttering around her place in California she admits she is a terrible cook and she avoids horoscopes, fortune tellers and seances and is owned by a black French poodle named Chou.
- d. Give students fragments to be rewritten as complete sentences.
- (1) Algernon finally told the whole story. Although he obviously was reluctant to do so.
 - (2) Joseph excels in two ways. A good student and a good athlete.
 - (3) Mother is happy about several things. Among them, my sister graduating with honors and my brother getting a job.
 - (4) Ten-year-old Tommy says it isn't fair. Girls with such long hair that you can't tell them from boys.
- I. Having discovered in selections from literature or other sources the effectiveness of appropriate use of (1) word class, (2) sentences of varying length and structure, and (3) certain other rhetorical devices, the student will produce sentences of each type:

- word classes
 - nouns
 - pronouns
 - verbs
 - adjectives and adverbials
- sentences of varying length and structure
 - short sentences
 - compound sentences
 - periodic sentences
 - loose sentences
- other rhetorical devices
 - balance
 - parallelism
 - antithesis

1. Effective use of word classes

a. Nouns -- concrete and abstract

- (1) Give students a copy of a prose selection and have them circle all abstract nouns and underline the concrete nouns. Then discuss the effect of the use of each kind in achieving the author's purpose. An example might be the following excerpt from Abe Lincoln Grows Up by Carl Sandburg (Adventures in Reading, Olympic Edition, Harcourt, Brace and Co., 1958):

And while his eyes were shut he could see the inside of the pole shed, the floor of earth and grass, the frying pan, the cooking pot, the water pail he and his sister carried from the spring a mile away, and the log fire always kept burning. And sometimes his imagination, his shut eyes, and their quick-changing looking glasses would bring the whole outdoor sky and land

indoors, into the pole shed, into the big shifting looking glasses inside of his head. The mystery of imagination, of the faculty of reconstruction and piecing together today the things his eyes had seen yesterday-- this took hold of him and he brooded over it.

- (2) Have students complete in abstract terms and then in concrete terms such definitions as the following:

Love is _____

Happiness is _____

Freedom is _____

Justice is _____

- (3) Have students write a paragraph, using concrete terms in discussing an abstract idea. Then have them divide into groups to analyze the effectiveness of the paragraphs in the use of concrete and abstract language.

b. Pronouns

- (1) Have students compare the effect of the choice of subject pronouns in sentences such as these:

I could easily detect the errors in his reasoning.

(Pronouns can be used to show the attitude of the writer toward himself.)

- (2) Have students notice the effect of an author's addressing the reader as you, as in the poem "To the Yearners" by Franklin P. Adams or the first sentence of The Adventures of Huckleberry Finn. (Use of pronouns can reveal the writer's attitude toward the reader.)

c. Verbs

- (1) Have students read and examine a selection which can lead them to the realization that specific, vivid verbs in the active are

usually more effective for describing action than general verbs in the passive. Selections which might be used include the account of the first storm in Thor Heyerdahl's Kon-Tiki, Chapter 6, or the description of the rats swarming over the victim of Poe's "The Pit and the Pendulum."

- (2) Give students a series of sentences in the active. They will transform each sentence to the passive and decide whether one version is more effective and why. Examples:

Mary loves Robert.

Everyone admires Senator Jones.

Jimmy combed his hair.

Mr. Grossman married Miss Prim.

Our team won the game.

The outcome horrified us.

Lightning destroyed four of my trees.

Somebody speaks Spanish here.

- (3) Have students compare the tone and level of formality in two passages similar to the following:

To all employees:

You must submit all reports by Friday. The department manager is to sign each report and the supervisor is to approve it.

All reports must be submitted by Friday. Each report is to be signed by the department manager and approved by the supervisor.

- (4) Have students read a narrative passage in which the author uses the present tense to relate past actions in order to achieve a sense of immediacy. Then have them write a similar short paragraph.

- (5) Have students find examples of specific action verbs in printed sources. For example:

Charles swaggered off to kindergarten.

The truck careened down the street and slammed into the fence.

- (6) Give students a list of common verbs. Have them write sentences using specific synonyms for the verbs in order to convey more precise meaning. Examples:

ran	jumped	looked
sat	walked	said

d. Adjectives and adverbials

- (1) Give students a series of sentences containing adjectives and adverbs in varying positions. Have them rewrite the sentences, changing the position of these modifiers, and then compare the effectiveness of the revised versions with that of the originals. Examples:

It was a curious laugh; distinct, formal, mirthless. (Jane Eyre)

In the rear of this row of guns stood a house, calm and white, amid bursting shells. (The Red Badge of Courage)

Slowly, very slowly, the forlorn caravan crept off into the great, mysterious silence always hovering above the plain. (Rolvaag, Giants in the Earth)

She had been standing, bewildered but unafraid, while innumerable redcaps appropriated piece after piece of the baggage arrayed on the platform. (Rudolph Fisher, "Miss Cynthia")

Silently, Bigger shook hands with him. Max was before him, quiet, white, solid, real. (Richard Wright, Native Son)

- (2) Have students write sentences patterned after models:

The tree, an ancient and twisted oak,
was black with rain.

He wandered through dense, squalid,
odorous neighborhoods.

The old man, bearded and unkempt, turned
in at the doorway.

Slowly and deliberately she turned her
head to stare at him.

Cautiously, silently, he crept forward.

- (3) Have students write sentences with adverbs and then move the adverbs to alternative positions, considering whether there is a resulting change in emphasis.
- (4) Have students examine selections to discover how authors use specific adjectives and adverbs for definite purposes. Selections which might be used include the first sentence of "The Fall of the House of Usher" and the description of Ichabod Crane in "The Legend of Sleepy Hollow."
- (5) Have students write a short paragraph, using specific adjectives and adverbs to achieve a desired mood or effect.

2. Effective variation of sentence length and structure

a. Short sentences

- (1) Have students read selections in which short sentences are used to achieve vigor, conversational tone, or other desired effect. For instance, in The Thread That Runs So True by Jesse Stuart, the short sentences describing the fight in the schoolhouse add to the fast pace of the action.
- (2) On the other hand, an examination of sentence length in "Flowers for Algernon" will indicate that consistent use of short sentences is characteristic of immature writing.

b. Compound sentences

- (1) Have students read a selection from Hemingway to discover the effect of simplicity and rhythm achieved through his use of compound sentences. (For example, the first paragraph of "In Another Country" from Men Without Women.)
- (2) Have students read an appropriate selection from the Bible for the same purpose (Psalm 6 or Song of Solomon).
- (3) Have students write a short paragraph imitating Hemingway's style.

c. Periodic sentences

- (1) Give students examples of periodic sentences to examine in order to arrive at a definition of a periodic sentence as one in which the main idea is not made clear until the end or near the end. Examples:

While the objects around me, while the carvings of the ceilings, the somber tapestries of the walls, the ebon blackness of the floors, and the phantasmagoric armorial trophies which rattled as I strode, were but matters to which, or to such as which I had been accustomed from my infancy - while I hesitated not to acknowledge how familiar was all this - I still wondered to find how unfamiliar were the fancies which ordinary images were stirring up. (Poe, "The Fall of the House of Usher")

If America had only done something about the truths and literary revelations in Richard Wright's Native Son, published in 1940, with its profound psychological illumination of how the prison box of the big city ghetto was generating violence and destruction as the only language and means of action that had any validity for the hemmed in Bigger Thomas, living within a world without viable alternatives, moving in an incomprehensible mausoleum of dead dreams and hopes - then our past summer of discontent might have been very different. (Abraham Chapman in the introduction to Black Voices.)

When the first wrong was done to the first Indian, I was there. When the first slave put out for the Congo, I was there.
(Stephen Vincent Benet, "The Devil and Daniel Webster")

- (2) Have students write their own examples of periodic sentences. For lower achievement groups provide opening subordinate clauses, and have them complete the sentences by adding main clauses.

d. Loose sentences

- (1) Have students study examples of loose sentences to arrive at the definition of a loose sentence as one in which the main idea is expressed well before the end. Examples:

It loomed and towered in his dreams before he even saw the unaxed woods where it left its crooked print, shaggy, tremendous, red-eyed, not malevolent but just big, too big for the dogs which tried to ride it down, for the men and the bullets they fired into it; too big for the very country which was its constricting scope. (Faulkner, The Bear)

So it was there they sat, waiting for the stranger, with a jug on the table between them and a bright fire on the hearth -- the stranger being scheduled to show up on the stroke of midnight, according to specification. (Stephen Vincent Benet, "The Devil and Daniel Webster")

It was a highly respectable street, where all the houses were exactly alike, and where business men of moderate means begat and reared large families of children, all of whom went to Sabbath school and learned the shorter catechism, and were interested in arithmetic; all of whom were as exactly alike as their homes, and of a piece with the monotony. (Willa Cather, "Paul's Case")

- (2) Have students write descriptive sentences with the main clause first, followed by phrase and clause modifiers.

e. Balance

- (1) Have students discover in example sentences that balance is achieved through the use of coordinate or grammatically equivalent structures -- words, phrases, clauses. Examples:

He saw black smoke billowing from the stacks of warships as they neared each other over wastes of water and he heard their huge guns thunder as red-hot shells screamed across the surface of night seas. (Richard Wright, "The Man Who Lived Underground")

Their faces were different but they were dressed like twins. (Hemingway, "The Killers")

- (2) Have students find examples of balance in The Twenty-Third Psalm.
- (3) Have students write balanced sentences consisting of two independent clauses of similar length and structure joined by a coordinator or a semicolon.

f. Parallelism

- (1) Give students examples of sentences in which parallelism is used to achieve balance. Have the students identify the units which are alike in grammatical structure and function. Examples:

A man with no hat, and with broken shoes, and with an old rag tied around his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared, and growled; and whose teeth chattered in his head as he seized me by the chin. (Charles Dickens, Great Expectations)

Downstairs, she thought, they are polishing the silver, and rummaging the cellar, and dusting in the halls. (Ray Bradbury, Dandelion Wine)

Hundreds of millions of animals darken the land, eating and breeding and traveling and dying from year's end to year's end. (Robert W. Krepps, "Pride of Seven")

- (2) Have students find examples of parallelism in articles in newspapers or periodicals.
- (3) Have students write a short descriptive paragraph containing one sentence with parallel structures.

g. Antithesis

- (1) Have students identify the parallel structures in the following sentence:

Those were the rhythms of his life: indifference and violence; periods of abstract brooding and periods of intense desire; moments of silence and moments of anger -- like water ebbing and flowing from the tug of a far-away invisible force. (Richard Wright, Native Son)

- (2) Ask students what they notice about the relationship of ideas in the parallel structures. Then tell them that a contrast of ideas by means of parallel arrangements of structures is called antithesis.
- (3) Have students write sentences with examples of antithesis.

h. Variety

Emphasizing that the skillful writer usually employs a variety of sentence types, assign a short paper in which the students make a conscious effort to vary the sentence structure. Then have them divide into groups to evaluate the papers and have each group select one paper and evaluation to present to the class.

J. The student will use knowledge of the structure of the English language as an aid in reading and interpreting literature.

1. Have students read selected poems in which the poet uses sentences in an inverted word order. Have them change the word order to the normal sentence patterns and compare the results with the poet's version. Then ask them what they think the poet's purpose was in changing from the normal word order pattern (demands of rhyme and meter, emphasis, etc.)
Examples:

- a. "Requiem," Robert Louis Stevenson

Home is the sailor home from the sea.

- b. "Personal Talk," William Wordsworth

Wings have we, ...

There find I personal themes . . .

. . .rancor, never sought, comes to me not;
malignant truth, or lie.

- c. "Parting at Morning" by Robert Browning

Round the cape of a sudden came the sea

2. Have students read poems in which new words are created or familiar words are used in unexpected ways. Ask them what they find unusual in the language of the poem. Have them rephrase the ideas in conventional terms and then discuss the effects they think are achieved by the poet in each case.
Examples:

- a. "My Papa's Waltz" by Theodore Roethke

My mother's countenance

Could not unfrown itself.

- b. "The Caged Skylark" by Gerard Manley Hopkins

As a dare-gale skylark

Man's mounting spirit in his bone-house

This in drudgery, day-laboring-out life's age

- c. "Spring and Fall: To a Child" by Gerard Manley Hopkins

Margaret are you grieving?

Over Goldengrove unleaving? (pun)

- d. "Wonder Wander" by Lenore Kandel

young men stride on parade dream-headed

me, I wander around soft-shoed easy-legged

- e. "Child on Top of a Greenhouse" by Theodore Roethke

(What is the effect of using present participles modifying the nouns instead of using verbs in complete sentences?)

- f. "in just-" by E.E. Cummings

- - - when the world is mud-luscious

whistles far and wee (When the student paraphrases this and similar passages, the economy of the poet's version becomes obvious. What is added by the use of the adjective wee instead of a conventional adverb?)

eddieandbill (Are we aware of the boys as individuals?)

when the world is puddle-wonderful

- g. "Spring" by Gerard Hopkins Manley

...does so rinse and wring the ear
and thrush

- h. "Eight O'Clock" by A.E. Housman

He stood and heard the steeple

sprinkle the quarters on the morning town.

(The use of sprinkle personifies steeple.)

3. Have students read poems in which the author extends the conventions of grammar by using nouns as verbs, adjectives as nouns, etc. Ask them to rephrase the passages into conventional terminology and discuss what the poet has accomplished by the change. (Achieved poetic intensity, shocked the reader into new awareness of familiar ideas, etc.) Examples:

- a. "maggie and millie and mollie and may" by E. E. Cummings

may come home with a smooth round stone

as small as a world and as large as alone

(What is the effect of alone used in a noun position and of large used to describe loneliness?)

- b. "Christmas Greeting to the American Dream" by John Ciardi

May all the kids be skated and biked,

Dolled, railroaded, chemistry-setted

(What is the effect here of the use of nouns as verbs in a passive construction?)

- c. "Ornamental Sketch with Verbs" by May Swenson

halos the coal truck

flamingos all the pigeons

- d. "The Centaur" by May Swenson

.. . . the lovely dust

that talcumed over his hoofs

(What is achieved poetically by the use of the nouns halo, flamingo, and talcum as verbs?)

4. Have students read and compare two poems on the same topic, one with chiefly conventional grammar and one in which the grammar is stretched or distorted. Examples:

"Pippa's Song" by Robert Browning and

"Spring is like a perhaps hand" by E.E. Cummings

Some questions on the Cummings poem:

- a. What does a perhaps hand mean to you? (Perhaps the unpredictability of spring?)
- b. Does the unconventional position of to and fro add to the impression of the changeableness of spring?
- c. Rephrase in your own words the following passage:

carefully

moving a perhaps
fraction of flower here placing
an inch of air there

5. Have the students read "Fern Hill" by Dylan Thomas. Some suggested questions related to this objective:

- a. The first stanza consists of one sentence. What two words are used as subjects of clauses? (I and time) Read through the poem again to discover whether these two, I and time personified may be the subjects of the entire poem. (The concept of time is one of Thomas' major themes.)

- b. What do you think is the author's purpose in the repetition of green and golden?

- c. How would you interpret lilting house, happy yard, whinnying green stable, and gay house? Who or what was lilting, happy, whinnying, and gay? (These "transferred epithets," with the adjective transferred to modify an unexpected noun, avoid trite adjective modification and shock the reader into new awareness.)

- d. In the second stanza, what is the effect of having the adjectives clear and cold modify barked?

6. Read with the students "Anyone Lived in a Pretty How Town?" by E. E. Cummings. Then give them questions to guide them in rereading silently. Suggested questions related to this objective:

- a. Can you rearrange the words "a pretty how town" to make a familiar exclamation? (How pretty a town!)

- b. Who is "anyone"? Do you think it refers to an indefinite anyone, a particular person, or perhaps a combination of both? Explain.
- c. Which line pictures a church steeple? Which word suggests that this line also indicates the passing of time? Can you rearrange this phrase into a more conventional order? What does Cummings add to the meaning and sound of the line by his word order and the use of the word floating?
- d. Do you find other lines which refer to the passing of time?
- e. Compare the activities of "anyone" in the first stanza with those of "women and men" in the second.
- f. What did a few children guess?
- g. Does "noone" also have two meanings?
- h. How do you know the depth of the feeling that "noone" has for "anyone"?
- i. What references do you find to death? Do you find any suggestion that there might be an awakening?

IV. STUDENT RESOURCES

A. State-adopted textbooks

Language

Allen, Harold B., et al. New Dimensions in English.
Wichita: McCormick-Mathers Publishing Co., 1966.

Glatthorn, Allan A., et al. The Dynamics of Language,
Books 3, 4, 5, 6. Lexington, Mass.: D. C. Heath
and Co., 1971.

Roberts, Paul. The Roberts English Series. New York:
Harcourt, Brace and World, 1967.

Composition

Payne, Lucile V. The Lively Art of Writing, Grade 10.
New York: Follett Publishing Co., 1965.

Warriner, et al. Advanced Composition: A Book of Models
for Writing. New York: Harcourt, Brace and World,
1965.

_____. Composition: Models and Exercises. Grades
10, 11. New York: Harcourt, Brace and World, 1965.

B. Non-state-adopted textbooks

Allen, Harold B., et al. New Dimensions in English,
Books I and II. Wichita: McCormick-Mathers
Publishing Co., 1968. (paper)

Geist, Robert J. An Introduction to Modern Grammar.
The Macmillan Language Series. New York: The
Macmillan Company, 1970.

_____. An Introduction to Transformational
Grammar. The Macmillan Language Series. New York:
The Macmillan Company, 1971.

Jacobs, Roderick A. and Peter S. Rosenbaum. An
Introduction to Transformational Grammar. Boston:
Ginn and Co., 1970. (paper, high level)

Kitzhaber, Albert R., et al. Language/Rhetoric. The
Oregon Curriculum, Books I, II, III, IV, V, VI.
New York: Holt, Rinehart and Winston, 1970.

Mellon, John C. The Basic Sentence Types and Their Simple Transforms, Book One. Culver, Indiana: Culver Military Academy, 1964.

_____. Complex and Conjunctive Transforms, Book Two. Culver, Indiana: Culver Military Academy, 1964.

Thompson, Charles Lamar. The New English Grammar. Belmont, California: Fearon Publishers, 1970. (paper)

V. TEACHER RESOURCES

Books

Bolinger, Dwight. Aspects of Language. New York: Harcourt, Brace and World, 1968.

Chomsky, Noam. Syntactic Structures. S-Gravenhage: Mouton and Co., 1957.

Gleason, H. A. Linguistics and English Grammar. New York: Holt, Rinehart and Winston, 1965.

Kitzhaber, Albert R., et al. Language/Rhetoric, A Self-Instructional Orientation for Teachers. The Oregon Curriculum. New York: Holt, Rinehart and Winston, 1968.

Kreuzer, James R. and Cogan, Lee. Studies in Prose Writing. New York: Holt, Rinehart and Winston, 1966.

Lefevre, Carl A. Linguistics, English, and the Language Arts. Boston: Allyn and Bacon, 1970.

Lougee, David. Five Modern American Poets. New York: Holt, Rinehart and Winston, 1968.

Malmstrom, Jean. An Introduction to Modern English Grammar. New York: Hayden Book Co., 1968.

Perrine, Laurence. Sound and Sense: An Introduction to Poetry. New York: Harcourt, Brace and World, 1963.

Thomas, Owen. Transformational Grammar and the Teacher of English. New York: Holt, Rinehart and Winston, 1965.

Periodicals

Frank, Yakira H. "Correlating Language and Literature." English Journal, February, 1972.

_____. "Linguistics and Poetry." English Journal, October, 1970.

Golub, Lester S. "Syntactic and Lexical Problems in Reading Faulkner." English Journal, April, 1970.

Jacobs, Roderick A. "Transformations, Style, and the Writing Experience." English Journal, April, 1971.

Johnson, Sabina Thorne. "Some Tentative Strictures on Generative Rhetoric." College English, November, 1969.

Winterowd, W. Ross. "The Grammar of Coherence." College English, May, 1970.

Addendum: A major adoption has taken place since the writing of this quin. Teachers should check the current catalogue to ascertain which textbooks are in adoption.